

ROUTLEDGE RESEARCH IN INTERNATIONAL AND  
COMPARATIVE EDUCATION

# The Shifting Global World of Youth and Education

Edited by  
Mabel Ann Brown



# The Shifting Global World of Youth and Education

*The Shifting Global World of Youth and Education* explores how increasing migration and population changes are having an unprecedented impact on global education. Given that the number of children of migrant background is growing internationally, there is a need for increasing awareness of the educational attainment and cultural integration of this population group. This book presents international perspectives on migration and youth and analyses what kinds of effects such demographic changes are having on educational systems around the world.

The chapters in this volume provide a fascinating insight into how countries around the world are dealing with loss or growth in their young population as well as changes to their education systems. Written by specialist academics from the relevant country, the book covers Cuba, Lithuania, the United Kingdom, the United States, Finland, Greece, Germany, Austria, Hungary, Latvia, China, Australia, India, Italy and Poland. Taking into consideration the countries' social and political context, the chapters discuss educational issues surrounding curriculum, assessment and the opportunities available for the support of young people. Conclusions are drawn about what could be done in the future for the benefit of both the migrant and the existing populations.

*The Shifting Global World of Youth and Education* will be of great interest to academics, researchers and postgraduate students in the disciplines of education, sociology, political sciences and social work. The book will also give secondary teachers, teaching assistants, social workers and youth workers the opportunity to reflect on their role within a national and international context.

**Mabel Ann Brown** has a Master's in Education and has worked in schools for many years and worked for ten years in Higher Education at the University of Derby. After successfully co-editing *Exploring Childhood in a Comparative Context* in 2014 she went on in 2016 to edit a book called *Migration and the Education of Young People 0–19*. She is particularly interested in providing young people with the life skills that will support them through life.

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#### **The Shifting Global World of Youth and Education**

*Edited by Mabel Ann Brown*

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Mabel Ann Brown**

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All aspects of this book have been collated in good faith but should corrections or updates be necessary the editor would welcome suggestions that could be incorporated into a revised edition.

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# Abbreviations/terminology

|                                  |                                                                                                                                                                                                                                                                             |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>BREXIT</b>                    | Britain's exit from the EU                                                                                                                                                                                                                                                  |
| <b>CIS project</b>               | Children of Immigrants in Schools Project                                                                                                                                                                                                                                   |
| <b>EDUMIGROM</b>                 | Ethnic Differences in Education and Diverging Prospects for Urban Youth in an Enlarged Europe research programme                                                                                                                                                            |
| <b>EU</b>                        | European Union                                                                                                                                                                                                                                                              |
| <b>GCSE</b>                      | General Certificate Secondary Education                                                                                                                                                                                                                                     |
| <b>Lower Secondary education</b> | 'completes provision of basic education usually in a more subject oriented way with more specialist teachers. Entry follows 6 years of primary education; duration is 3 years. In some countries, the end of this level marks the end of compulsory education' (OECD 2015). |
| <b>NEET</b>                      | Not in education, employment or training                                                                                                                                                                                                                                    |
| <b>NGO</b>                       | Non-government organisation                                                                                                                                                                                                                                                 |
| <b>OECD</b>                      | Organisation for Economic Co-operation and Development                                                                                                                                                                                                                      |
| <b>OFSTED</b>                    | Office for Standards in Education, Children's Services and Skills                                                                                                                                                                                                           |
| <b>PISA</b>                      | Programme for International Student Assessment                                                                                                                                                                                                                              |
| <b>TIES</b>                      | The Integration of the European Second-Generation research programme                                                                                                                                                                                                        |
| <b>UKCES</b>                     | United Kingdom Commission for Employment and Skills                                                                                                                                                                                                                         |
| <b>UNHCR</b>                     | United Nations High Commissioner for Refugees                                                                                                                                                                                                                               |
| <b>UNICEF</b>                    | United Nations Children's Fund ( <i>formerly</i> The United Nations International Children's Emergency Fund)                                                                                                                                                                |
| <b>Upper Secondary education</b> | 'stronger specialisation than at lower secondary level, with teachers usually more qualified. Students typically expected to have completed 9 years of education or lower secondary schooling before entry and are generally 15 or 16 years old' (OECD 2015).               |

## **US abbreviations**

|              |                                                                         |
|--------------|-------------------------------------------------------------------------|
| <b>DACA</b>  | Deferred Action for Childhood Arrivals                                  |
| <b>DAPA</b>  | Deferred Action for Parents of Americans and Lawful Permanent Residents |
| <b>DREAM</b> | Development, Relief, and Education for Alien Minors                     |
| <b>GED</b>   | General Educational Development or General Education Diploma            |
| <b>K-12</b>  | Kindergarten–Grade 12 (last grade of high school)                       |
| <b>PTSD</b>  | Posttraumatic stress disorder                                           |
| <b>US(A)</b> | United States (of America)                                              |

## **Austrian abbreviations**

|       |                                                                                                                                     |
|-------|-------------------------------------------------------------------------------------------------------------------------------------|
| AMS   | Arbeitsmarktservice/Job center                                                                                                      |
| BKA   | Bundeskanzleramt/Federal Chancellery of the Republic of Austria                                                                     |
| BMASK | Bundesministerium für Arbeit, Soziales und Konsumentenschutz/<br>Federal Ministry of Labour, Social Affairs and Consumer Protection |
| BMI   | Bundesinnenministerium/Federal Ministry of the Interior                                                                             |
| BMWFW | Bundesministerium für Wissenschaft, Forschung und Wirtschaft/<br>Federal Ministry of Science, Research and Economics                |
| EEA   | European Economic Area                                                                                                              |
| GDP   | Gross domestic product                                                                                                              |
| NEET  | Not in Education, Employment or Training                                                                                            |
| OECD  | Organisation for Economic Co-operation and Development                                                                              |
| PISA  | Programme for International Student Assessment                                                                                      |

## **French abbreviation**

|     |                               |
|-----|-------------------------------|
| ZEP | Zones D'Education Prioritaire |
|-----|-------------------------------|

# 1 Introduction

*Mabel Ann Brown*

This book, *The Shifting Global World of Youth and Education*, explores international perspectives on education and youth at a time when many countries are experiencing aging populations and mass migration. For example, 'More than a million migrants and refugees crossed into Europe in 2015 compared with just 280,000 the year before,' and per the BBC, 2016 this scale of change was continuing with '135,000 people arriving in the first two months of 2016.' These people are coming from Syria, Iraq, Afghanistan, Pakistan, Morocco, Iran and Somalia and all with very mixed educational backgrounds or even no educational background and '30% are under 18 years old' (Brussels, 2016) and if they are under eighteen, they will all need educating, but the change is so rapid that in the UK alone the population is predicted to grow by a 'city the size of Liverpool each year' (Migration Watch, 2017).

The map below demonstrates where the European migrants are moving from and to. As can be seen from the map, the migration is coming from a wide area and this map is only showing the European movement.

Immigration is as Migration Watch (2017) claims 'a natural part of an open economy and society,' but it is the scale of the movement that is the problem. For example, in 1997 net migration to the UK was just 47,000 but in 2016 the estimate was 335,000 (Migration Watch, 2017). In *The Week* (2016e: 7) the International Organisation for Migration reported a further '37,000 refugees and other migrants arrived in Greece and Italy' since the beginning of 2016 and prior to 1 February 2016, this figure is described 'as ten times as many as in 2015.' Clearly this demonstrates a continuing upward trend. In fact, 'Luxembourg has 46% first and second generation immigrant students' within its school system and 'Canada has just accepted 30,000 Syrian refugees over the past year' (Education Canada, 2017).

This kind of population growth 'is unsustainable,' as Migration Watch (2017) points out, but many countries do need some migration to fill vacant job roles and enable society to continue to function at a satisfactory level particularly as the post-Second World War babies are now elderly and therefore there is an ever-growing reliance on youth, whatever their nationality or origin but regulated and unregulated migration can disturb the status quo.

For instance, Sweden in 2015 experienced significant numbers of migrants including refugees. The changes in Sweden have been so significant this has



Figure 1.1 The migration routes to Europe and the United Kingdom. Source: Shutterstock

even created a gender imbalance that is greater than China's one-child policy, if these migrants all decided to stay per BBC Radio 4 (Feb 2016). The ratio of boys to girls in Sweden if the 16- to 17-year-olds were all granted asylum would be 123 boys to 100 girls. Such changes create a concern regarding the gender balance as '*the gender distribution of immigrants to the EU member states in 2013 was 53% men compared with 47% women*' (Eurostat Statistics, 2015). In effect, the world is not only dealing with mass migration but also with a growing gender imbalance potentially. However, this book will not consider gender imbalance, but rather it will focus on education and youth and the need for some sustainable migration.

**The aim of this book** is to explore what is happening not just in England or the UK but also comparatively in Austria, Australia, China, Cuba, England, Finland, Germany, Greece, Hungary, India, Italy, Latvia, Lithuania, Poland and the United States to better understand what is happening as preparation for a working life. UNICEF (2012: 16) claims secondary education provides adolescents with '*skills and ability to think critically*' whilst shaping '*attitudes, values and aspirations*' that enable them to function socially and '*gain employment.*' Yet a

significant amount of learning also takes place beyond the classroom. This can be referred to as ‘*Non-formal education*’ (UNICEF, 2012: 16) and this can happen at any time, anywhere, but it can include ‘*life skills, work skills*’ and ‘*adult literacy*.’ In many Western countries education is a formal classroom process leading to employment, but for the many migrants their earlier education will have been very different particularly as their homelands may have a different system or even no system and certainly a different language of tuition.

Thus, the content of this book covers many nations and therefore has a wide-ranging reach, including countries from more than one continent. The rationale for choosing these countries is that they offer a wide perspective and are much influenced by history, both politically and economically and by ‘*geography, gender and culture and the societies in which they live*’ (UNICEF, 2012: 37). Thus, the chapters consider countries in different parts of the world with varying histories, cultural traditions and differences. Each chapter in the book demonstrates a different point such as the need for change or the need for more social stability or the dilemmas that are facing educationists in the face of rapid social changes in different contexts. The chapters are organised into four sections, these are, countries facing an identity challenge: Cuba and Lithuania; countries struggling with incoming migrants: The United Kingdom, the United States, Finland, Greece, Germany and Austria; countries suffering because some of their population have left, Hungary, Latvia and China and finally countries facing educational challenges such as India, Australia, Italy and Poland. The sections do overlap and some chapters could be relevant in other sections.

### **Context of mobility globally**

All the countries are either receiving or losing citizens through migration; therefore, it would be difficult just to focus on those countries receiving migrants without considering the issues caused in other countries by their departure. This introductory chapter explores the current state of change and the impact instability is having on young people and education and the possible impact it could have on the elderly and vulnerable.

In previous years populations have at times in history been more stable and ‘indigenous people have had a long-embedded place in their physical and spiritual mapping of the world, recognising and revering the basic interactions of humans and habitats’ (Gaudelli, 2015: 19) creating a norm and a sense of interaction between ‘place, person and experience.’ Dewey (cited in Gaudelli, 2015: 20) believed location was significant to thought and this led to continuity and adaptations to situations which in turn were ‘gradually transferable to the world beyond.’ This continuity and adaptation process has been changed to become a much quicker process if migrants are to settle and integrate.

Stability and gradual change meant that nations adapted slowly to new happenings, however currently the migration changes are swift and significant, not allowing for gradual adaptation. Bourdieu cited in Connolly, Kelly and Smith (2009: 219) represented a ‘*set of predispositions and taken for granted ways of thinking*



*and acting*' that became implanted in us or internalised and reflects previous experiences which become our habitus. Thus, our habitus is linked to a '*particular social context*' or '*a set of relations*' or Bourdieu's '*fields*' (Connolly, Kelly and Smith 2009: 220). However, for many young people this habitus can be very different to the environment or context that they have moved into. As Rambaree, Berg and Thomson (2016 quoting Hammond 2004) say '*adaptation to the new bio-physical environment is much more than just getting used to the climate and the geography*'; it is about being '*uprooted and transplanted*' with a broken tie to their own natural bio-physical environment.'

The current changes, fighting, famine, poverty and a desire for a better life have left many young people *uprooted* and this book explores the consequences for all those who are affected. To consider this, Brown's introductory chapter will look at the educational changes and needs; it will consider integration and identity and the need for a common language and future workforce.

### **Education as a process**

Education services are organised initially for a stable population with a projected number of population in mind yet 30% of these migrants are under the age of 18 and need to be included into the system. However, the demand is so great that there are insufficient school places in some countries (Migration Watch, 2017) and the facilities that are available struggle with the changing cohorts. Yet if the education system we and other countries provide is appropriate the whole of society will benefit. UNICEF (2012: 3) suggests that if it is not, then we will all '*suffer tomorrow the social and economic consequences of a generation less equipped to become fully contributing members of society*.'

The progression of young people from education to employment is particularly important as 'educational systems are sites of social reproduction that offer unequal access to socially relevant knowledge to different socioethnic groups,' Zentai cited in Szalai and Schiff (2014: 84). Zentai continues this view by saying that schooling 'largely determines young peoples' later position in the labour market and general social status . . . shaping identities, community ties and career aspirations.' What is unclear is to what extent this is the case or can there be greater faith in the systems as Gibb (2016: 4) stated in GOV. UK that 'schools can and must be engines of social mobility.' Each country has its own systems and some have proved to be more successful than others per the OECD. In order of OECD (2016a) ranking, the countries are first South Korea, second Japan, third Russia, fourth Singapore, fifth Finland, sixth UK, seventh USA, eighth Denmark, ninth China, tenth Netherlands, eleventh Israel, twelfth Canada, thirteenth Germany, fourteenth Hong Kong, fifteenth Ireland, sixteenth Norway, seventeenth Slovenia, eighteenth Sweden, nineteenth France and twentieth Hungary. The other countries all rank lower than these named. This suggests that the best systems are in certain countries like South Korea, whilst other countries are not supporting their young people sufficiently. However, the term 'education' can apply to many aspects of learning; it can be what

we understand by academic learning or it can be learning about life and survival. In this book, the term 'education' is taken initially to be the formal system adopted by most Western countries.

As Brussels (2016: 1) for the European Commission points out, *'given their young age education is an extremely powerful tool to promote their integration into society.'* Education is a powerful tool but the traditional methods are no longer as appropriate. Different countries are using budget support and innovative measures to deal with the problem (Brussels, 2016), including *'transition classes'* in Austria (see the chapter in this book), additional teachers and social workers in Germany (the chapter in this book) and changes in the Early Years in Sweden. Finland has increased its financial support and France is planning to open up schools for parents whilst Belgium is increasing reception classes and the *'number of language teachers'* (Brussels, 2016). The Greeks are using *'extra tutoring in English, Greek and Maths'* Drosopulos (2016).

The challenge is educating young people, who are disengaged, or lacking motivation, or who have either never been to school, or have missed school due to migration, or cannot cope with education because of the language difficulties, leading to low rate employment or even unemployment and eventual poverty. To prevent this education is vital, it *'addresses discrimination, segregation, marginalisation'* and promotes *'tolerance, respect and dignity'* (Drosopulos, 2016: 2); the world is changing and so are people's circumstances. To meet the new needs *'facilitators use several non-formal learning techniques to reach to youngsters'* (Drosopulos, 2016: 4) who often speak other languages such as Arabic and have missed schooling.

Humanitarian emergencies such as conflict, famine or disease throughout the world have led to *'formal and informal education being discontinued and despite the human capacity for resilience, community and social networks',* there has been a *'breakdown in times of large scale population movement,'* (Rambaree, Berg and Thomson, 2016). The displaced young people face many difficulties but their indigenous peers also face many changes as education systems adapt to the new arrivals. The teachers also must deal with a *'student who faces grand linguistic and cultural barriers and bears the post traumatic shock of war and loss,'* requiring a non-formal methodology, in a situation where once these issues would not previously have arisen (Drosopulos, 2016: 7). Thus, education services are working with indigenous children, migrants and refugees all with very different backgrounds and needs.

The UN Refugee Agency (2016) highlighted in a Report that *'just half of all refugee children have access to primary education and 22% have access to secondary education, compared with the global averages of 90% and 84% respectively. The report shows that the sheer numbers of refugees in recent years have posed a challenge for providing education in refugee camps as the number of school-age refugees worldwide grew by about 600,000 annually between the years 2010 to 2015 with total numbers increasing by 30% in 2014 alone.'* There are also considerable continuing inequalities for women and girls as their culture may discourage education in favour of learning to be a wife and mother. In fact, the different cultural patterns can make full

integration difficult as the open door in 2015 in Germany demonstrated and yet aging populations do require more young people to fill employment rolls. Thus, we have refugees with little or no previous access to education and we have females who are discouraged from engaging with it, yet all these people will need to contribute to society. An aging society will need all the young people to contribute to society or society will face a human catastrophe, for instance a significant drop in living standards.

Education can make a significant difference and help to generate contributing society members. However, classrooms are no longer full of local indigenous children and although ‘*refugee children join classes based on their age*’ this may not truly reflect ‘*their actual academic ability*’ (Drosopoulos, 2016: 7). The systems of education are facing new challenges. The number of children of migrant background is growing nationally and internationally and their educational attainment and cultural integration will be crucial for both their own well-being and the rest of society both socially and economically. Crul (2015) refers to this as a shift from an ‘*ethnic lens to a multidimensional lens,*’ in other words the logistics of education are now much more than integrating an ethnic group into education.

The country and community wherein people settle can also affect their future academic and employment opportunities as demonstrated in Table 1.1 and concluded by previous researchers (Schnell, Keskiner and Crul, 2013).

Table 1.1 Comparative education facts

| Country                                                                                                       | Early secondary                                                                                                                                            | Later secondary progression                                                                                                                                                                 | Outcomes for young people                                                                                                        |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| England<br>Greater resources in higher proportion immigrant/social disadvantage schools                       | Informal tracking within a mostly comprehensive system                                                                                                     |                                                                                                                                                                                             | More young people in University but considered less prepared for employment (Alba and Holdaway, 2013: 19)                        |
| France<br>Greater resources in higher proportion immigrant schools ZEP policy to compensate for disadvantage. |                                                                                                                                                            | Choose at age 15 <ul style="list-style-type: none"> <li>• Stop 9.2%</li> <li>• Lycee 46.2%</li> </ul> general/ technological <ul style="list-style-type: none"> <li>• Vocational</li> </ul> | 89.6% from general Lycee go on to attend University (46.2% Turkish second generation enter academically oriented track)          |
| Netherlands<br>Greater resources in higher proportion immigrant schools                                       | Choose at age 12 <ul style="list-style-type: none"> <li>• Academic</li> <li>• General</li> <li>• Intermediate</li> <li>• Lower Vocational track</li> </ul> | Second chances available some movement across tracks                                                                                                                                        | 59% from academic Scientific track attend University (22.4% Turkish second generation continue into academically oriented track) |

| <i>Country</i> | <i>Early secondary</i> | <i>Later secondary progression</i>                                                                                                                                                 | <i>Outcomes for young people</i>                                                                                                                                                                                                                                                                                       |
|----------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Germany        |                        | Separation in the 4th Grade into<br>– Gymnasium destined for University<br>– Hauptschule – lower labour market<br>– Vocational and apprenticeship<br>(Alba and Holdaway, 2013: 19) | ‘In Germany, there is a widespread perception of sociocultural “integration deficits” of the Turkish second generation which is disadvantaged in terms of employment, income levels and returns from education, concerning occupational attainment’ (Worbs 2003; Kalter and Granato 2007) cited in Konyali, 2014: 109. |

*Source:* Adapted from Schnell, Keskiner and Crul (2013) and Alba and Holdaway (2013)

The outcomes for youngsters in these different countries in Table 1.1 demonstrate how successful the systems have been in educating the young people. The current systems either allow for earlier or later choices, thus enabling some children opportunities to catch up. An early pathway choice can mean that some opportunities are not open to some young people. In fact, some young people may miss out on future attainment due to integration systems.

## **Integration**

In effect ‘children of immigrants nowadays no longer integrate into the majority group but into a large amalgam of ethnic groups’ (Crul, 2015), making the need for integration even greater and even harder to achieve. In the words of Alba and Holdaway (2013: 2), ‘the performance of educational systems,’ is crucial to integration, but it also depends on what we mean by integration. In 1995 the United Nations defined ‘social integration as a process in fostering societies that are stable, safe and just,’ and that protects ‘all human rights’ as well as promoting ‘non-discrimination, tolerance, respect for diversity, equality of opportunity, solidarity, security and participation of all people’ (Rambaree, Berg and Thomson, 2016). The problem is how to protect the rights of all humans and to encourage all people to respect one another and still share the same space, when there are many differences and similarities within groups of people.

Sadly, the enormity of the migration across the world has placed a great deal of stress on the indigenous populations or existing communities and placed their *'human rights'* at a greater risk leading to a great deal of concern. This has expressed itself in politics in 2016 with the divisive Brexit in the UK and a new president in the USA clearly showing that most people felt a change of direction was necessary. 'Brexit' in the UK is a term used to define the UK leaving the European Union, a process which began on 29 March 2017. It is divisive because a proportion of the population, 48.1% of the voters, would prefer to remain in the European Union (Referendum, 2016). President Trump in the USA is also moving to what could be a more separatist approach with restrictions on migration and with a more selective migration process. At the time of writing it is unclear how these recent events of Brexit and a new president in the USA (2016) will affect our ever-changing world.

Education Canada (2017) makes the point that there are political parties in the Western world who argue for *'selective immigration measures largely based on the country or ethnicity of applicants.'* There has clearly been a growing hysteria towards the societal changes, and the indigenous societies or the existing communities do have a right to feel concerned because as Alba and Holdaway (2013: 2) claim *'if integration falters these societies risk losing their competitive position within the world suffering a decline in living standards of their population and perhaps failing to be able to support their growing elderly populations.'* The existing communities or indigenous societies could themselves once have been migrants but this book does not explore this element.

Dewey cited in Gaudelli (2015: 18) *'sought a monistic understanding of experience wherein people exist in situations and engage experiences that shape thinking and future action,'* clearly this is embedded in the Referendum in the United Kingdom (2016) when more than half of the voters voted to leave the European Union. Many places have changed in the United Kingdom in recent years and along with it the community as it was known. Casey cited in the *Guardian* (2016) recommends an *'integration oath to encourage immigrants to embrace British values, more focus on promoting the English language, encouraging social mixing among young people and securing women's emancipation in communities where they are being held back by regressive cultural practices.'* Casey also suggests a *'failure to talk about all this'* is unhelpful to British society where freedom of speech has always been acceptable, but there can be a fear of being called racist or xenophobic if the subject is discussed. It is important these voices of concern are heard or we do *'leave the ground open for the far right on one side and Islamist extremists on the other'* (Casey, 2016). Voices of concern are also being mentioned in other parts of the world as demonstrated in the voting in the Netherlands where Geert Wilders (the Party for Freedom PVV) came second with twenty seats in March 2017. Other countries are concerned because their young people are migrating, such as in Hungary or Latvia. This leaves the elderly vulnerable and a real problem in terms of providing services, but it can mean a better life for those who have migrated, although the initial adjustment can be difficult.

## Age and generation (young and old) responses to migration

Most migrants are young adults or children so they should adapt more easily. Piaget (1969 cited in Penn, 2005: 40) suggested four stages of learning; *sensorimotor* linked to seeing, hearing and feeling; *preoperational* using words and gestures; *concrete operational* where children order and reorder learning and finally *formal operations* where children can be logical and develop abstract ideas. Younger children have time for this, but adults are expected to work. In addition, children's learning and ideas are still evolving rather than replacing previous understandings. The aging societies will welcome the newcomers as potential workers; however, the migrants' roots and initial lifestyle can be very different. There is also an educational void for the 18- to 24-year-old migrants because there is no '*common policy at a European level*' (Drosopoulos, 2016) for this age group. It is difficult to educate a mature migrant student as noted in Greece, as the mature student may initially need a few more years to learn the language, thus this age group 18–24 will potentially experience a disadvantage post-secondary education. UNICEF (2015) makes the point that '*36 per cent of the world's 59.3 million out of school children live in countries scarred by war and violence*' and '*over one third of the world's refugee children are missing out on primary education,*' thus they are a long way behind their peers by the time they reach secondary age. In sub-Saharan Africa, 59 million children remain out of school (UNICEF, 2015). In fact, '*one in six children in developing and least developed countries will not even have completed primary school*' (UNICEF, 2015). Other mature migrants may also experience difficulties, they may be educated, but because of their language skills in their new countries, they may be unable to work at their true level of academic ability.

### For example

A young eastern European Chemist arrived in England seeking work which he found in a factory. Due to his problems with the English language he could not be a chemist and even in the factory he could save himself a lot of problems if he could read the instructions or understand others when they try to explain.

UK factory employer

This is a true scenario and is happening in other situations. Migration has brought young Eastern Europeans and other foreigners from all over the world to England and to Europe, Australia and America willing to work and often finding work; however, are they making the best use of their education? They are certainly earning more money but is this the best use of these young people's skills? Is this helping society? Post 2010, the UK Migration Policy (2015) has enabled '*stricter policies for admitting non-EU students, family members and workers,*'

and the *'criteria for work visas has become more selective'* and British citizens and settled residents must be earning *'at least £18,600'* before their spouse can join them in the UK. However net migration to the UK is still rising with an estimated 335,000 net for the year ending June 2016, according to Migration Watch UK (2016).

Meanwhile UNICEF (2014: 10) asks, *'who will teach, heal and build in the Syrian Arab Republic of tomorrow. To lose many of your young people is to lose the future in this place.'* Many places in the world are changing significantly such as Turkey with the refugee camps, Greece and its many migrants, Italy and its Mediterranean refugees and the whole of Europe all either gaining or losing population, thus some places in the world of tomorrow could prosper, whilst others suffer the consequences of a lost generation. For some children, their education is being disrupted or does not even exist; life chances for these children are difficult and a real barrier for themselves and the society in which they live. For these children, their only hope is survival based on their own initiative and resilience.

### **Youth and their needs**

Fletcher (2014 cited in Rambaree, Berg and Thomson, 2016) claimed a *'holistic approach recognises that youth development is influenced by such as social, economic, political, environmental realities surrounding the young people,'* thus these youngsters will require a more multi-disciplinary approach, which then suggests a need for two education systems, one for the indigenous and one for the new arrivals and possibly even a third system as some children are second generation. All their educational needs are different although the second generation should be more able to cope with an indigenous curriculum and their parents more able to support them. In fact, second generation are an ever-increasing majority certainly in some places. Crul, Schneider and Lelie (2012: 11) made the point that *'second generation constitute a growing share of metropolitan youth today,'* this is resulting in tensions and views that multiculturalism has failed and identity is being lost. Many countries have existing first-, second- and third-generation migrants diluting the mix still further. All of this is leading to questions around identity and who we really are, or on a larger scale, who we are as nations.

### **Identity and integration**

Integration should not mean complete loss of personal identity but rather it is a fostering of the skills to live and work together in harmony. As Rambaree, Berg and Thomson (2016) say *'young people have a huge stake in sustainable development,'* as they will be the future workforce. It is essential that unity or bonds are created, otherwise how can they work together for the common good? Education Canada (2017) makes the point that *'the integration of immigrant children . . . is essential for their future academic success and economic prosperity,'* with seemingly less barriers for success in some Canadian provinces than in other countries



according to the PISA 2012 results. The immigrant children at age 15 in some provinces in Canada outperformed non-migrant children, whilst in Europe immigrant children appeared to be disadvantaged (Education Canada, 2017).

Foner in her review of Alba and Holdaway (2013) suggested that Alba and Holdaway demonstrated in their book that *'the barriers' ... 'were segregation, tracking, unequal school funding, concentrated disadvantage and advantaged parents reacting to preserve the status quo,'* suggesting there is potentially an unequal access to knowledge or education but this applies across the whole of society and not just between cultures.

Added to this is the fact that Zizek (2016) shows that refugees possibly believe *'in freedom of movement not in the EU sense of freedom of travel but a much bigger notion, a global right,'* that entitles them to *'social' and 'financial' support,* they want *'the opportunity'* but not necessarily to be integrated. Thus, we have a clash of expectations. The migrants would like to migrate for what they could gain, but they still wish to retain their heritage rather than integrate. In an ideal world, the host countries hope and aim for integration but this doesn't necessarily happen in a short space of time and history would indicate that it does not always happen at all, as for example the Romans in Britain centuries ago.

Many countries would even say they are not prepared or organised to receive migrants. The chapters in this book indicate that there are expectations on all sides, but as Turunz (2016: 5) says it is the *'local community who has to bear the burden of the presence of migrants.'* This is the case in inner cities in the UK where councils have agreed to take the migrants and in the holding areas in Greece, although Turunz is speaking about Serbia where he says locals in Serbia protest and it is because of a fear of *'diseases, foreign culture and habits, for security of their property, women and children.'*

Lack of understanding breeds fear, yet two things could make a difference in this changing world. One is learning the language of the new country and two is integrating. These two things along with empathy and understanding on all sides should enable society to move forward. Education needs to provide opportunities for this to happen in all countries. Both these two considerations, language and integration, come through in the chapters within this book. Integration is also considered by Hassan in Sharp, Ward and Hankin (2009: 129), who describes integration as *'becoming part of a bigger picture and to become fully absorbed into it,'* it in effect acknowledges differences but aims at co-existence in a given environment. A common language supports this objective and enables a better understanding between people.

## **Language for integration**

There is a population change and adaptations will need to be made such as adapting to a country, but there must be an interaction of *'place, person and experience'* (Gaudelli, 2015: 19) for this to happen and for everyone to move forward. Encouraging and promoting the host country language is perhaps a question of conformity with the dominant norms and values or internalised